



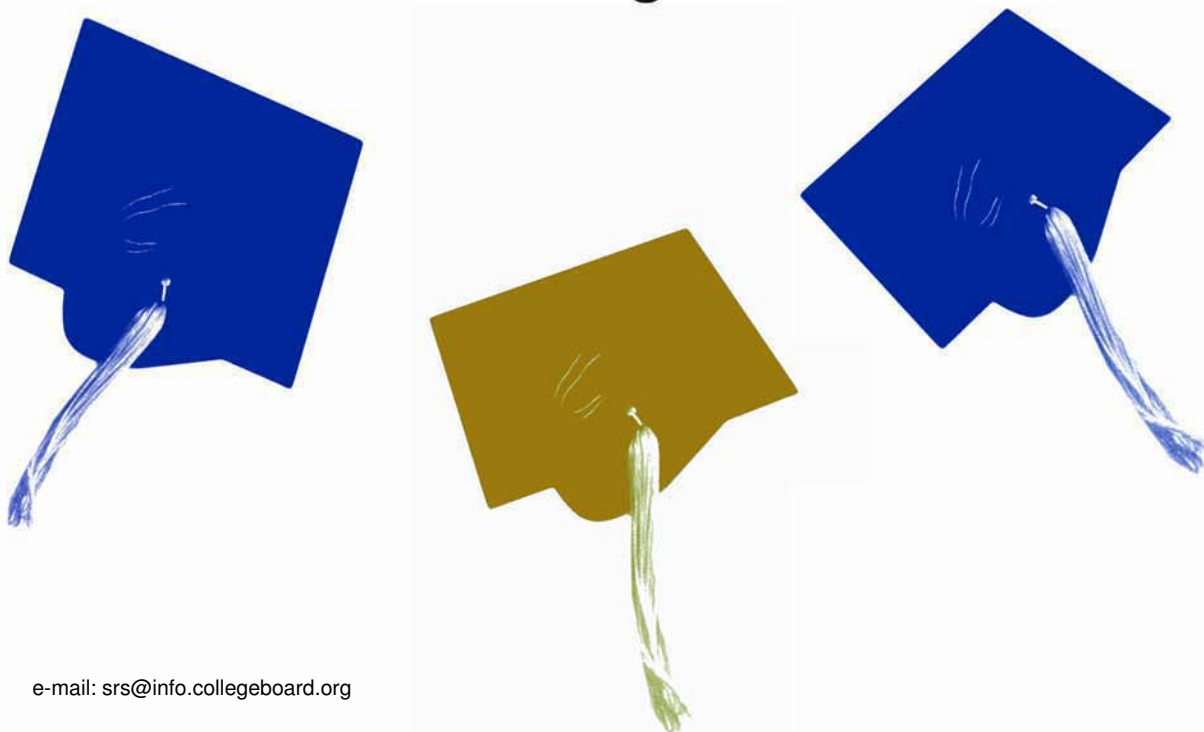
Summary Reporting Service (SRS)

IDAHO REPORT

2003

College-Bound Seniors

A Profile of SAT® Program Test Takers



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The SAT® Program

The SAT® I: Reasoning Test and the SAT II: Subject Tests, the primary components of the SAT Program, are designed to assess many of the skills that are important to students' success in college. Because the subject matter of high school courses as well as grading standards vary widely, the tests have been developed to provide a common standard against which students can be compared. Most students also complete the optional SAT Questionnaire (formerly known as Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores.

Using This Report

This *Profile of College-Bound Seniors* presents data for high school graduates in the year 2003 who participated in the SAT Program during their high school years. Students are counted once no matter how often they tested, and only their latest scores and most recent SQ responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound seniors population is relatively stable from year to year, SQ responses from these students can be considered highly accurate. Therefore, you can use this report to:

- interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors;
- study changes over time in the characteristics of students taking SAT tests; and
- look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT I and in schoolwork.
- not all students in a high school, school district, or state take the SAT I. Since the population of test-takers is self-selected, using aggregate SAT I scores to compare or evaluate teachers, schools, districts, states, or other educational units is not valid, and the College Board strongly discourages such uses.
- interpreting SAT I scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT I scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT I mean scores reported for students will be higher than the national average.

Statistical Definitions¹

● Mean

The mean is the arithmetic average.

● Percentile

The percentile, also called the percentile point, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th, and 75th percentile points are often reported for large data sets. The 50th percentile point, like the mean, gives an idea of the performance of the typical student. Comparing the 25th to the 75th percentile point gives an idea of the range of ability in the population.

● Scaled score

A scaled score is a score that has been converted from the raw score scale for reporting. The SAT Program uses the 200-800 scale.

● Standard deviation (SD)

The standard deviation (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the SD is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

¹For more statistical definitions, visit the College Board Web site at <http://www.collegeboard.com/sat/cbsenior/html/define.html>.

**Table A. Total Group Mean SAT/SAT I Scores
for College-Bound Seniors, 1972-2003*
(Recentered Scale)**

Year	Verbal			Math		
	Male	Female	Total	Male	Female	Total
1972	531	529	530	527	489	509
1973	523	521	523	525	489	506
1974	524	520	521	524	488	505
1975	515	509	512	518	479	498
1976	511	508	509	520	475	497
1977	509	505	507	520	474	496
1978	511	503	507	517	474	494
1979	509	501	505	516	473	493
1980	506	498	502	515	473	492
1981	508	496	502	516	473	492
1982	509	499	504	516	473	493
1983	508	498	503	516	474	494
1984	511	498	504	518	478	497
1985	514	503	509	522	480	500
1986	515	504	509	523	479	500
1987	512	502	507	523	481	501
1988	512	499	505	521	483	501
1989	510	498	504	523	482	502
1990	505	496	500	521	483	501
1991	503	495	499	520	482	500
1992	504	496	500	521	484	501
1993	504	497	500	524	484	503
1994	501	497	499	523	487	504
1995	505	502	504	525	490	506
1996	507	503	505	527	492	508
1997	507	503	505	530	494	511
1998	509	502	505	531	496	512
1999	509	502	505	531	495	511
2000	507	504	505	533	498	514
2001	509	502	506	533	498	514
2002	507	502	504	534	500	516
2003	512	503	507	537	503	519

* For 1972-1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996-1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. From 2000-2003, all scores are reported on the recentered scale

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Table 1

2003 Profile of College-Bound Seniors

IDAHO

Points to Note for this Report

- This report summarizes information for seniors who took the SAT I: Reasoning Test and/or SAT II: Subject Tests any time during their high school years through April 2003. If a student took a test more than once, the most recent score is used. Students are counted once no matter how often they tested.
- Mean scores are reported when there are 5 or more test takers.
- Standard deviations are reported when there are 25 or more test takers.
- Percentiles (75th, 50th, and 25th) are reported when there are 20 or more test takers.
- "No response" indicates that students skipped that question when they completed their SAT Questionnaire (formerly known as Student Descriptive Questionnaire).
- The most recent responses to the SQ are summarized.

Students Who Registered for the SAT I: Reasoning Test or an SAT II: Subject Test

	Male	Female	Total	SAT I Mean Scores	
				Verbal	Math
Total Number of Students	1,510	1,754	3,264		
Students with at Least One SAT Questionnaire (formerly known as Student Descriptive Questionnaire) Response	1,243	1,503	2,746		
Percent with at Least One SQ Response	82	86	84		

SAT Program Test Takers

All Students with Either SAT I or SAT II Scores	1,385	1,608	2,993		
Students with SAT I Scores	1,372	1,594	2,966	540	540
Students with SAT II Scores	140	151	291		
Students with Both SAT I and SAT II Scores	127	137	264	633	643

Year in Which Seniors Last took SAT I

Senior	903	1,008	1,911	537	538
Junior	458	574	1,032	547	545
Sophomore	8	11	19	539	565
Freshman	3	1	4		



Summary Reporting Service (SRS)

Table 2

2003 Profile of College-Bound Seniors Academic Record IDAHO

High School Rank	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Top Tenth	701	40	42	58	597	606
Second Tenth	462	26	45	55	548	553
Second Fifth	356	20	47	53	514	514
Third Fifth	218	12	45	55	470	466
Fourth Fifth	29	2	48	52	466	440
Fifth Fifth	8	0	75	25	463	476
No Response	1,192					

High School Grade Point Average	Number	Percent	Male	Female	Verbal	Math
A+ (97-100)	222	9	45	55	612	630
A (93-96)	766	32	37	63	575	581
A- (90-92)	532	22	44	56	546	546
B (80-89)	762	32	49	51	501	494
C (70-79)	131	5	72	28	462	468
D, E, or F (Below 70)	4	0	100			
No Response	549					

Mean Grade Point Average: All Students	3.54
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* Years of Study in Six Academic Subjects						
20 or More Years	805	40	38	62	574	573
19 or 19½ Years	263	13	49	51	555	551
18 or 18½ Years	264	13	42	58	535	538
17 or 17½ Years	215	11	45	55	535	538
16 or 16½ Years	152	7	51	49	520	510
15 or 15½ Years	127	6	41	59	508	501
Less Than 15 Years	208	10	59	41	479	498
No Response	932					

Academic Subject	Average Years of Study			Grade Point Average: For Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	1.7	2.3	2.0	3.81	3.88	3.85
English	3.9	3.9	3.9	3.42	3.61	3.52
* Foreign and Classical Languages	2.2	2.4	2.3	3.36	3.58	3.48
* Mathematics	3.7	3.7	3.7	3.31	3.36	3.34
* Natural Sciences	3.4	3.3	3.3	3.44	3.52	3.48
* Social Sciences and History	3.3	3.3	3.3	3.58	3.63	3.60
* Total for All Subjects	18.2	18.9	18.5			

Mean Grade Point Average: All Students			
Male	Female	Total	
3.45	3.61	3.54	

* These data may be slightly inflated due to differences in the way web and paper registrants responded to the SAT Questionnaire (formerly known as Student Descriptive Questionnaire).

Table 3-1

2003 Profile of College-Bound Seniors Course-Taking Patterns IDAHO

English	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	131	6	47	53	531	545
4 Years	1,750	78	45	55	548	547
3 Years	315	14	45	55	523	528
2 Years	29	1	45	55	489	518
1 Year	5	0	80	20	562	510
One-half Year or Less	2	0				
No Response	734					
Course Work or Experience						
American Literature	1,765	85	44	56	552	548
Grammar	1,487	72	43	57	552	549
Composition	1,438	70	42	58	558	552
Literature Historical Periods	1,163	56	41	59	563	557
British Literature	631	30	43	57	577	564
Speaking and Listening	1,041	50	44	56	557	555
Literature Other Country	420	20	42	58	572	565
English as a Second Language	45	2	47	53	460	558
Honors Course Taken	873	39	36	64	590	584

Mathematics

Years of Study						
* More Than 4 Years	223	10	53	47	563	591
* 4 Years	1,231	55	44	56	554	558
3 Years	713	32	45	55	523	512
2 Years	70	3	46	54	496	475
1 Year	4	0	50	50		
One-half Year or Less	2	0	100			
No Response	723					
Course Work						
Algebra	2,217	97	46	54	542	543
Geometry	2,186	96	45	55	543	544
Trigonometry	888	39	46	54	565	572
Precalculus	1,146	50	47	53	575	589
Other Math Courses	582	26	42	58	532	530
Calculus	622	27	50	50	597	622
Computer Math	120	5	71	29	561	590
Honors Course Taken	697	31	45	55	596	612

* These data may be slightly inflated due to differences in the way web and paper registrants responded to the SAT Questionnaire (formerly known as Student Descriptive Questionnaire).

Table 3-2

2003 Profile of College-Bound Seniors Course-Taking Patterns (Continued) IDAHO

Natural Sciences	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
* More Than 4 Years	156	7	52	48	582	601
* 4 Years	875	39	48	52	567	571
3 Years	904	41	43	57	529	526
2 Years	236	11	39	61	497	491
1 Year	42	2	52	48	499	507
One-half Year or Less	12	1	67	33	481	503
No Response	741					
Course Work						
Biology	2,137	94	44	56	541	541
Chemistry	1,749	77	46	54	554	560
Physics	928	41	56	44	575	591
Geology, Earth Science, or Space Science	1,520	67	45	55	547	546
Other Sciences	773	34	40	60	528	524
Honors Course Taken	578	26	45	55	598	605

Social Sciences and History

Years of Study						
* More Than 4 Years	152	7	47	53	560	562
* 4 Years	807	36	47	53	555	549
3 Years	834	37	44	56	546	547
2 Years	367	16	43	57	518	529
1 Year	61	3	59	41	489	509
One-half Year or Less	12	1	58	42	461	493
No Response	733					
Course Work						
U.S. History	2,228	98	45	55	543	544
World History or Cultures	1,268	56	46	54	545	542
U.S. Government or Civics	1,866	82	45	55	546	546
Economics	1,712	75	45	55	548	549
Geography	671	30	44	56	540	532
Psychology	485	21	37	63	544	533
European History	276	12	47	53	570	557
Other Courses	295	13	47	53	538	536
Sociology	217	10	36	64	533	526
Ancient History	153	7	56	44	571	554
Anthropology	24	1	50	50	532	501
Honors Course Taken	506	23	41	59	603	595

* These data may be slightly inflated due to differences in the way web and paper registrants responded to the SAT Questionnaire (formerly known as Student Descriptive Questionnaire).

Table 3-3

2003 Profile of College-Bound Seniors Course-Taking Patterns (Continued) IDAHO

Foreign and Classical Languages	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
* More Than 4 Years	53	2	30	70	572	581
* 4 Years	308	14	39	61	587	575
3 Years	496	22	41	59	563	561
2 Years	1,025	46	47	53	538	543
1 Year	233	10	48	52	504	497
One-half Year or Less	132	6	61	39	471	484
No Response	719					
Course Work						
Chinese	6	0	17	83	383	547
French	494	22	36	64	558	555
German	204	9	45	55	556	558
Greek	17	1	47	53	615	586
Hebrew	4	0	75	25		
Italian	12	1	25	75	557	536
Japanese	78	3	63	37	558	558
Korean	8	0	25	75	455	593
Latin	163	7	46	54	588	572
Russian	12	1	42	58	621	585
Spanish	1,494	66	45	55	538	537
Other Languages	33	1	48	52	519	536
Honors Course Taken	137	6	39	61	613	610
Arts and Music						
Years of Study						
More Than 4 Years	212	10	35	65	545	546
4 Years	326	15	33	67	554	547
3 Years	260	12	36	64	546	539
2 Years	388	18	42	58	544	536
1 Year	412	19	47	53	544	547
One-half Year or Less	583	27	58	42	534	546
No Response	785					
Course Work or Experience						
Acting or Play Production	488	23	34	66	573	545
Art History or Appreciation	346	16	38	62	543	529
Dance	234	11	11	89	533	519
Drama: Study or Appreciation	353	17	28	72	551	529
Music: Study or Appreciation	346	16	43	57	567	555
Music Performance	936	44	36	64	556	552
Photography or Film	476	22	39	61	539	535
Studio Art and Design	481	23	38	62	552	545
None	405	19	66	34	528	541
Honors Course Taken	179	8	33	67	567	557
Computer Course Work or Experience						
Computer Literacy	1,644	75	46	54	548	548
Computer Programming	366	17	68	32	552	568
Word Processing	1,777	81	45	55	548	547
Internet Activity	1,386	63	48	52	552	552
Using Computer Graphics	783	36	55	45	552	556
Creating Spreadsheets/Databases	905	41	52	48	553	556
None	156	7	40	60	538	537

* These data may be slightly inflated due to differences in the way web and paper registrants responded to the SAT Questionnaire (formerly known as Student Descriptive Questionnaire).

Table 4-1

2003 Profile of College-Bound Seniors Background Information IDAHO

SAT I Test Takers Who Described Themselves as:	Number of			Percent	
	Males	Females	Total	Male	Female
American Indian or Alaskan Native	6	11	17	35	65
Asian, Asian American, or Pacific Islander	44	43	87	51	49
African American or Black	10	3	13	77	23
Hispanic or Latino Background:					
Mexican or Mexican American	16	39	55	29	71
Puerto Rican	1		1	100	
Latin American, South American, Central American, or Other Hispanic or Latino	12	19	31	39	61
White	913	1,108	2,021	45	55
Other	17	15	32	53	47
No Response	353	356	709	50	50

SAT I Test Takers Who Described Themselves as:	Number of			Percent Responding		
	Males	Females	Total	Male	Female	Total
American Indian or Alaskan Native	6	11	17	1	1	1
Asian, Asian American, or Pacific Islander	44	43	87	4	3	4
African American or Black	10	3	13	1	0	1
Hispanic or Latino Background:						
Mexican or Mexican American	16	39	55	2	3	2
Puerto Rican	1		1	0		0
Latin American, South American, Central American, or Other Hispanic or Latino	12	19	31	1	2	1
White	913	1,108	2,021	90	89	90
Other	17	15	32	2	1	1
Total	1,019	1,238	2,257	100	100	100

SAT I Test Takers Who Described Themselves as:	SAT I Verbal						SAT I Math					
	Mean Scores			Standard Deviations			Mean Scores			Standard Deviations		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	463	517	498				537	490	506			
Asian, Asian American, or Pacific Islander	502	488	495	127	116	122	566	539	553	108	108	109
African American or Black	569		548				555		528			
Hispanic or Latino Background:												
Mexican or Mexican American	506	499	501		81	83	530	501	509		79	83
Puerto Rican												
Latin American, South American, Central American, or Other Hispanic or Latino	522	527	525			93	535	504	516			101
White	549	540	544	99	91	95	563	529	544	100	93	98
Other	555	539	548			110	567	510	540			112
No Response	540	540	540	110	95	103	550	515	532	107	93	102

Table 4-2

2003 Profile of College-Bound Seniors Background Information (Continued) IDAHO

	SAT I Test Takers		Percent		SAT I Verbal		SAT I Math	
	Number	Percent	Male	Female	Mean Scores	Standard Deviations	Mean Scores	Standard Deviations
All SAT I Test Takers	2,966		46	54	540	98	540	99
First Language Learned								
English	2,123	93	46	54	545	97	544	98
English and Another Language	103	5	45	55	521	90	528	93
Another Language	55	2	45	55	460	116	544	113
No Response	685							
Citizenship								
U.S. Citizen or U.S. National	2,350	98	45	55	545	96	544	98
U.S. Permanent Resident or Refugee	27	1	44	56	508	115	543	120
Citizen of Another Country	26	1	42	58	406	111	596	93
Other, Unknown, or No Response	563							
Disabling Condition								
Yes	100	3	52	48	511	108	498	114
No Response or Unknown	2,866	97	46	54				
SAT I Taken Under								
Standard Conditions	2,946	99	46	54	541	98	541	99
Nonstandard Conditions	20	1	70	30	452		434	
Plans to Apply for Financial Aid								
Yes	1,716	77	42	58	546	98	545	100
No	117	5	56	44	535	94	543	91
Don't Know	400	18	55	46	532	100	540	98
Family Income								
Less Than \$10,000	31	2	48	52	484	95	497	107
\$10,000 - \$20,000	115	7	37	63	535	100	534	102
\$20,000 - \$30,000	164	9	40	60	523	97	515	100
\$30,000 - \$40,000	231	13	42	58	532	99	530	94
\$40,000 - \$50,000	183	10	45	55	533	96	535	97
\$50,000 - \$60,000	201	11	43	57	534	100	536	94
\$60,000 - \$70,000	161	9	55	45	547	110	546	97
\$70,000 - \$80,000	168	10	51	49	541	84	547	102
\$80,000 - \$100,000	212	12	48	52	549	96	547	98
More Than \$100,000	286	16	49	51	566	95	571	96
No Response	1,214							
Highest Level of Parental Education								
No High School Diploma	29	1	28	72	456	88	470	103
High School Diploma	600	28	41	59	517	92	517	95
Associate's Degree	196	9	43	57	524	92	523	94
Bachelor's Degree	785	36	48	52	545	97	547	96
Graduate Degree	559	26	47	53	579	95	577	97
Calculator Experience								
Use Almost Every Day	1,606	75	45	55	553	96	559	96
Use Once or Twice Weekly or Less	528	25	45	55	521	95	510	96
Never Use or No Response	832							
Took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®)								
Only as a Junior	996	45	44	56	548	92	548	95
As a Sophomore or Younger, or as both a Jr. & a Soph. or Younger	633	29	41	59	577	94	577	95
No	571	26	50	50	501	97	504	95

Table 5

2003 Profile of College-Bound Seniors College Plans IDAHO

Intended College Major	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Agriculture or Natural Resources	38	2	58	42	509	505
Architecture or Environmental Design	49	2	39	61	496	512
Arts: Visual and Performing	148	7	38	62	538	520
Biological Sciences	126	6	33	67	563	554
Business and Commerce	184	9	43	57	510	528
Communications	72	3	29	71	561	538
Computer or Information Sciences	104	5	91	9	551	583
Education	130	6	22	78	526	517
Engineering	254	12	82	18	558	604
Foreign or Classical Languages	19	1	26	74	561	527
General or Interdisciplinary	11	1	64	36	565	575
Health and Allied Services	394	19	26	74	529	530
Home Economics	10	0	30	70	498	494
Language and Literature	32	2	25	75	635	576
Library and Archival Sciences	1	0		100		
Mathematics	10	0	60	40	584	597
Military Sciences	21	1	71	29	542	531
Philosophy, Religion, or Theology	21	1	62	38	582	554
Physical Sciences	50	2	48	52	616	611
Public Affairs and Services	47	2	36	64	508	518
Social Sciences and History	209	10	27	73	566	541
Technical and Vocational	22	1	55	45	515	503
Undecided	117	6	54	46	538	528

Degree-Level Goal	Number	Percent	Male	Female	Verbal	Math
Certificate Program	17	1	47	53	505	504
Associate's Degree	20	1	40	60	517	487
Bachelor's Degree	528	24	47	53	517	521
Master's Degree	640	29	47	53	547	550
Doctoral or Related Degree	546	25	44	56	577	575
Other	8	0	50	50	469	431
Undecided	413	19	42	58	537	535

Plans for Advanced Standing in College Courses	Number	Percent	Male	Female	Verbal	Math
Art	79	4	38	62	522	514
Biology	323	15	44	56	588	588
Chemistry	241	11	60	40	594	617
Computer Science	110	5	81	19	556	593
English	728	34	38	62	595	583
Foreign Languages	257	12	39	61	581	574
Humanities	110	5	42	58	585	568
Mathematics	623	29	52	48	590	616
Music	101	5	41	59	531	523
Physics	205	10	64	36	622	654
Social Studies	398	19	47	53	603	593
None of These	842	39	45	55	502	501

Table 6

2003 Profile of College-Bound Seniors Score Distributions SAT I: Reasoning Test IDAHO

Verbal

Score Ranges	Number of			Percent		
	Males	Females	Total	Male	Female	Total
750-800	39	28	67	3	2	2
700-749	62	53	115	5	3	4
650-699	138	111	249	10	7	8
600-649	200	240	440	15	15	15
550-599	244	293	537	18	18	18
500-549	260	344	604	19	22	20
450-499	194	289	483	14	18	16
400-449	141	140	281	10	9	9
350-399	50	60	110	4	4	4
300-349	28	24	52	2	2	2
250-299	15	8	23	1	1	1
200-249	1	4	5	0	0	0

Math

Score Ranges	Number of			Percent		
	Males	Females	Total	Male	Female	Total
750-800	33	11	44	2	1	1
700-749	81	44	125	6	3	4
650-699	175	102	277	13	6	9
600-649	236	219	455	17	14	15
550-599	249	280	529	18	18	18
500-549	228	318	546	17	20	18
450-499	172	309	481	13	19	16
400-449	116	185	301	8	12	10
350-399	54	84	138	4	5	5
300-349	17	31	48	1	2	2
250-299	8	8	16	1	1	1
200-249	3	3	6	0	0	0

Number of

	Males	Females	Total
Number	1,372	1,594	2,966
Mean	544	537	540
Standard Deviation	104	93	98
Percentile			
75th	610	600	600
50th	540	530	540
25th	470	480	480

Number of

	Males	Females	Total
Number	1,372	1,594	2,966
Mean	559	524	540
Standard Deviation	103	94	99
Percentile			
75th	630	590	610
50th	560	520	540
25th	490	460	470

NATIONAL (TOTAL GROUP)

Number	652,606	753,718	1,406,324
Mean	512	503	507
Standard Deviation	112	110	111
Percentile			
75th	590	580	580
50th	510	500	510
25th	440	430	430

Number	652,606	753,718	1,406,324
Mean	537	503	519
Standard Deviation	116	111	115
Percentile			
75th	620	580	600
50th	540	500	520
25th	460	430	440

Table 7-1

2003 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests IDAHO

	Number of Subject Tests	Number	Percent
Students who took one or more different SAT II: Subject Tests.			
	1	15	5
	2	24	8
	3	208	71
	4 or more	44	15

Score Ranges	English				History and Social Studies			
	Writing Number	Percent	Literature Number	Percent	United States History Number	Percent	World History Number	Percent
750-800	34	13	7	9	12	12		
700-749	35	14	8	11	13	13	1	20
650-699	46	18	13	17	15	15	1	20
600-649	57	22	20	26	20	20		
550-599	35	14	12	16	18	18	2	40
500-549	26	10	7	9	9	9		
450-499	16	6	7	9	7	7		
400-449	5	2	2	3	2	2	1	20
350-399					2	2		
300-349	1	0						
250-299								
200-249								
Number	255		76		98		5	
Mean	632		613		621		594	
Standard Deviation	94		89		96			
Percentile								
75th	700		680		690			
50th	630		620		610			
25th	560		550		560			

Students Who Also Have SAT I Scores

Number	238	67	93	3
Verbal				
Mean	639	640	648	
Standard Deviation	89	82	85	
Math				
Mean	644	613	634	
Standard Deviation	87	85	88	

Points to Note:

- Includes scores placed on hold by students and not released.
- For the 264 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 633 (standard deviation = 92) and the mean SAT I math score was 643 (standard deviation = 87).

Table 7-2

2003 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests (Continued) IDAHO

Score Ranges	Math				Science									
	Math Level IC		Math Level IIC		Biology		Biology-E		Biology-M		Chemistry		Physics	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	4	3	25	21			4	11	3	16	6	13	9	25
700-749	18	12	10	8			7	19	3	16	7	16	8	22
650-699	19	13	29	24			11	30	4	21	8	18	10	28
600-649	26	17	26	22			10	27	4	21	10	22	3	8
550-599	32	21	18	15			1	3	4	21	5	11	2	6
500-549	32	21	12	10			2	5	1	5	2	4	4	11
450-499	13	9					2	5			6	13		
400-449	3	2									1	2		
350-399	2	1												
300-349														
250-299														
200-249														
Number	149		120				37		19		45		36	
Mean	590		658				658		654		630		684	
Standard Deviation	86		84				78				97		89	
Percentile														
75th	650		710				710				700		740	
50th	590		650				660				630		690	
25th	530		590				620				560		630	
Students Who Also Have SAT I Scores														
Number	133		116				35		17		44		35	
Verbal														
Mean	613		654				674		641		634		658	
Standard Deviation	95		82				66				89		83	
Math														
Mean	616		690				683		688		668		720	
Standard Deviation	80		71				68				90		61	

Points to Note:

- Includes scores placed on hold by students and not released.
- For the 264 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 633 (standard deviation = 92) and the mean SAT I math score was 643 (standard deviation = 87).

Table 7-3

2003 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests (Continued) IDAHO

Foreign and Classical Languages

Score Ranges	Chinese with Listening		French		French with Listening		German		German with Listening		Modern Hebrew	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	1	100							1	100		
700-749												
650-699												
600-649			1	13								
550-599			2	25								
500-549			3	38							1	100
450-499												
400-449			1	13								
350-399			1	13								
300-349												
250-299												
200-249												
Number	1		8						1		1	
Mean			508									
Standard Deviation												
Percentile												
75th												
50th												
25th												

Students Who Also Have SAT I Scores

Number	1		8						1		1	
Verbal												
Mean			641									
Standard Deviation												
Math												
Mean			634									
Standard Deviation												

Points to Note:

- Includes scores placed on hold by students and not released.
- For the 264 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 633 (standard deviation = 92) and the mean SAT I math score was 643 (standard deviation = 87).

Table 7-4

2003 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests (Continued) IDAHO

Foreign and Classical Languages (Continued)

Score Ranges	Italian		Japanese with Listening		Korean with Listening		Latin		Spanish		Spanish with Listening	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800									1	8	1	33
700-749							1	20			1	33
650-699									2	15		
600-649			1	33			2	40	3	23		
550-599									1	8		
500-549							1	20	1	8		
450-499			2	67					2	15		
400-449									1	8	1	33
350-399							1	20	2	15		
300-349												
250-299												
200-249												
Number			3				5		13		3	
Mean							568		546			
Standard Deviation												
Percentile												
75th												
50th												
25th												

Students Who Also Have SAT I Scores

Number	3	5	12	3
Verbal				
Mean		702	604	
Standard Deviation				
Math				
Mean		658	603	
Standard Deviation				

Points to Note:

- Includes scores placed on hold by students and not released.
- For the 264 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 633 (standard deviation = 92) and the mean SAT I math score was 643 (standard deviation = 87).

Table 7-5

2003 Profile of College-Bound Seniors ELPT™ (English Language Proficiency Test™) IDAHO

Score Distribution

Score Ranges	Total		Ranges	Reading Subscore			Listening Subscore			Ranges	Reading Proficiency	
	Number	Percent		Number	Percent	Ranges	Number	Percent	Ranges		Number	Percent
990-999			46-50			46-50				H		
980-989	2	29	41-45			41-45	2	29		A	1	14
970-979	1	14	36-40	3	43	36-40	1	14		+	5	71
960-969	3	43	31-35	1	14	31-35	3	43		I	1	14
950-959			26-30	2	29	26-30				L		
940-949	1	14	21-25			21-25	1	14		Listening Proficiency		
930-939			16-20	1	14	16-20				Ranges	Number	Percent
920-929			11-15			11-15				H		
910-919			06-10			06-10				A	2	29
901-909			01-05			01-05				+	4	57
										I	1	14
										L		
Number	7											
Mean	967			32			36					
Standard Deviation												
Percentile												
75th												
50th												
25th												

Students Who Also Have SAT I Scores

Number 3

Verbal

Mean
Standard
Deviation

Math

Mean
Standard
Deviation

Points to Note: Whereas most SAT II tests are **achievement** tests in a given curriculum area or academic subject, the ELPT is a **proficiency** test in the area of English as a Second Language. As such, the ELPT should not be linked to the SAT II 200-800 score scale used for subject achievement tests. ELPT is on a separate scale ranging from 901-999.

The ELPT Reading and Listening subscores range from 1 to 50.

Proficiency Ranges: H - Advanced High or Higher

A - Advanced

+ - Intermediate High

I - Intermediate

L - Below Intermediate

For more information on the ranges, please visit the College Board Web site at www.collegeboard.com.

Table 8

2003 Profile of College-Bound Seniors High School Information IDAHO

Size of Senior Class	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
More than 1,000						
750 - 1,000						
500 - 749	332	12	50	50	539	550
250 - 499	1,298	48	45	55	545	547
100 - 249	617	23	45	55	535	537
Fewer than 100	465	17	47	53	535	527
Unknown	254					
Type of High School						
Public	2,358	87	46	54	540	545
Religiously Affiliated	257	9	45	55	553	534
Independent	103	4	62	38	507	500
Other or Unknown	248					
Location of High School						
Large City	107	4	51	49	566	572
Medium-size City	994	37	45	55	544	545
Small City or Town	991	37	45	55	541	538
Suburban	1	0		100		
Rural	611	23	49	51	531	540
Unknown	262					

Point to Note: Charter, Correspondence, Home and Non-Accredited Schools are included in Type of High School as Other or Unknown.

Table 9

2003 Profile of College-Bound Seniors Colleges, Universities, and Scholarship Programs IDAHO

Colleges, universities, and scholarship programs that received the most SAT Program Score Reports from your students.

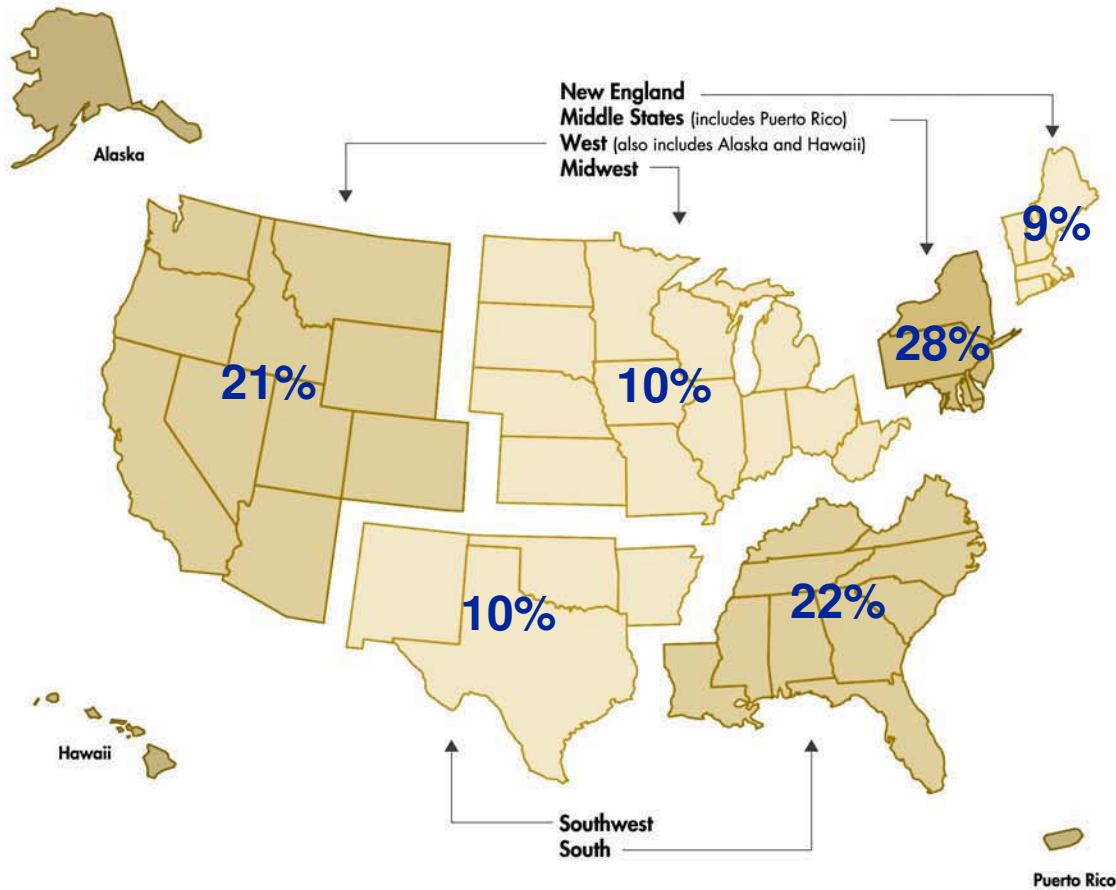
Institution	State	Type	Number of Students	Percent of Score Senders
UNIV IDAHO	ID	Public	1,040	41.8
BOISE STATE UNIVERSITY	ID	Public	833	33.5
UNIV WASHINGTON	WA	Public	363	14.6
IDAHO STATE UNIVERSITY	ID	Public	331	13.3
ALBERTSON COLLEGE OF IDAHO	ID	Private	323	13.0
WASHINGTON STATE UNIV	WA	Public	277	11.1
UNIV OREGON	OR	Public	210	8.4
NORTH IDAHO COLLEGE	ID	Public	200	8.0
GONZAGA UNIVERSITY	WA	Private	187	7.5
OREGON STATE UNIVERSITY	OR	Public	161	6.5
STANFORD UNIVERSITY	CA	Private	146	5.9
BRIGHAM YOUNG UNIV UTAH	UT	Private	131	5.3
LEWIS CLARK STATE COLLEGE	ID	Public	129	5.2
NATIONAL MERIT SCHOL PROGRAM	IL		128	5.1
COLL SOUTHERN IDAHO	ID	Public	112	4.5
NORTHWEST NAZARENE UNIVERSITY	ID	Private	108	4.3
ARIZONA STATE UNIV TEMPE	AZ	Public	107	4.3
BRIGHAM YOUNG UNIV	ID	Private	105	4.2
UNIV MONTANA	MT	Public	96	3.9
UNIV PUGET SOUND	WA	Private	93	3.7
UNIV PORTLAND	OR	Private	93	3.7
UNIV COLORADO BOULDER*	CO	Public	92	3.7
EASTERN WASHINGTON UNIVERSITY	WA	Public	87	3.5
MONTANA STATE UNIV BOZEMAN	MT	Public	86	3.5
UNIV UTAH	UT	Public	86	3.5
SEATTLE PACIFIC UNIVERSITY	WA	Private	85	3.4
UNIV CALIF BERKELEY	CA	Public	78	3.1
WHITWORTH COLLEGE	WA	Private	76	3.1
SEATTLE UNIVERSITY	WA	Private	72	2.9
UNIV SOUTHERN CALIFORNIA	CA	Private	70	2.8
HARVARD UNDERGRAD ADM	MA	Private	69	2.8
WESTRN WASHINGTON UNIVERSITY	WA	Public	63	2.5
UNIV CALIF LOS ANGELES	CA	Public	63	2.5
UTAH STATE UNIVERSITY	UT	Public	61	2.5
UNIV ARIZONA	AZ	Public	59	2.4
WHITMAN COLLEGE	WA	Private	57	2.3
UNIV CALIF SAN DIEGO	CA	Public	56	2.2
UNIV CALIF SANTA BARBARA	CA	Public	55	2.2
UNITED STATES AIR FORCE ACAD	CO	Public	55	2.2

882 Number of colleges, universities, or scholarship programs, not listed, that received reports from your students.

921 Total number of colleges, universities, or scholarship programs that received reports from your students.

*Main Campus

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Southern Regional Office

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For further information, contact www.collegeboard.com.

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